

SHOW & TELL Strategies by Levels of English Proficiency

LEARNER COMMUNICATION		
BEGINNING Edith	INTERMEDIATE Edgar	ADVANCED Tasir
<ul style="list-style-type: none"> • Points to items • Follows commands • Listens initially—receptive skill development • One to two word responses • Labels and matches items • Lists items • Memorizes common phrases 	<ul style="list-style-type: none"> • Novel phrases and simple sentences • Describes items in simple terms • Frequent morphological errors • Frequent syntactic errors • Phonological errors • Vocabulary gaps & circumlocution 	<ul style="list-style-type: none"> • Beginning Academic Language use • Dialogue & discourse with some grammatical & rhetorical errors • Read/write decontextualized passages with support

SHOW STRATEGIES AND SHOW + TELL STRATEGIES		
BEGINNING Edith	INTERMEDIATE Edgar	ADVANCED Tasir
<ul style="list-style-type: none"> • Gestures • Acting out/pantomime • Pictures • Focus on here and now—pointing to real objects • Demonstrate a process • Hands-on activities • Model tasks • Refer to picture dictionaries • Hands-on experiences • Visuals • Props • Dramatizations • Experiential learning • Simple graphic organizers using pictures & words • Matching words to pictures • Matching sentence strips to pictures 	<ul style="list-style-type: none"> • Complex graphic organizers & diagrams • Cooperative learning in pairs & groups with linguistic and contextual support 	<ul style="list-style-type: none"> • Provide additional contextual support as needed



TELL STRATEGIES		
General Practices		
BEGINNING Edith	INTERMEDIATE Edgar	ADVANCED Tasir
<ul style="list-style-type: none"> • Repetition • Rephrasing • Slower pacing of instruction to ascertain comprehension • Simplified language • Simplified text • Outline • Word lists • Common phrase list • Vocabulary/grammar support • Simple role plays requiring scripted verbal expression • Graphic organizers to complete • L1 support 	<ul style="list-style-type: none"> • Fill-in-the-blank phrases and sentences to scaffold language • Focus content on key concepts • Highlight keywords • Use bulleted lists rather than extended texts • Limited L1 support • Expand vocabulary through paraphrasing and teaching synonyms • Chart information 	<ul style="list-style-type: none"> • Check for language bias • Check for idioms • Check for phrasal verbs • Check for complex structures • Check vocabulary • Scaffold reading comprehension—strategies • Scaffold writing development—targeted error correction • Avoid deducting points for grammatical errors if assessing mastery of content

TELL STRATEGIES		
Verbal Interaction		
BEGINNING Edith	INTERMEDIATE Edgar	ADVANCED Tasir
<ul style="list-style-type: none"> • Cooperative learning in pairs requiring little verbal expression • Heterogeneous group interaction supported by assigned buddy—bilingual or monolingual • Non-verbal participation in heterogeneous groups—observing, doing • Group homogeneously for leveled alternative activities with instructor/volunteer support 	<ul style="list-style-type: none"> • Supported heterogeneous interaction with supplemental key phrases • Group heterogeneously for most activities, checking for comprehension & participation • Group homogeneously for language focus support 	<ul style="list-style-type: none"> • Heterogeneous group activities with comprehension checks, monitoring participation



TELL STRATEGIES

Leveled Questions and Tasks

BEGINNING Edith	INTERMEDIATE Edgar	ADVANCED Tasir
<ul style="list-style-type: none"> • Simple yes/no questions—Is this a book? • Questions that allow points, selecting, showing—Show me the book. • Either/or questions—Is this a book or a pencil? • Simple who, what & where questions—Who has the book? What is this (point to book)? Where is the book? • Here and now focus • One word answers—What is this? • Simple or common two or three word phrase responses—Where is the book? On the table. • Frequent vocabulary questions/answers (book versus manuscript) • Simple identification questions 	<ul style="list-style-type: none"> • Restricted tense questions <ul style="list-style-type: none"> • Simple present—What do you do every day? I read every day. • Present progressive—What are you doing? I am reading. • Simple past—What did you do yesterday? I read a new book. • Past progressive—What were you doing yesterday morning? I was reading a book. • Simple future—What will you do tomorrow? I will read a book. • Present perfect—Have you read Harry Potter? Yes. or Yes I have. • Simple description (what) questions—What do you like about Harry Potter books? • Simple explanation (how and why) questions—How does Harry Potter win at Quidditch? Why does Snape try to harm Harry? • Formation of simple questions & negative statements 	<ul style="list-style-type: none"> • Complex tenses and moods <ul style="list-style-type: none"> • Hypothetical, conditional—If Dumbledore asked you to move to Hogwarth's, would you do it? Why or why not? • Past perfect—Had Harry seen Voldemort before he began following him? • Future perfect • Formation of the passive construction—How long will Harry have been a student before he graduates? • Formation of complex negative statements—Could Harry have been hurt by Snape's magic? Why or why not? • Formation of complex negative statements—Should Harry not have gone to Hogwarth's? Why or why not? • Formation of complex questions • Complex analysis, justification, evaluation



TELL STRATEGIES		
Leveled Text Modification		
BEGINNING Edith	INTERMEDIATE Edgar	ADVANCED Tasir
<ul style="list-style-type: none"> Using graphics and a graphic organizer, express the main points in the reading passage with keywords. Provide native language support—overview, key words 	<ul style="list-style-type: none"> Rewrite the text in simpler, clearer terms, avoid compound sentences & complex verb structures. Substitute frequent vocabulary for infrequent vocabulary Shorten and break up sentences Show connection between reference words & their referents. Provide simple definition for idioms & phrasal verbs. Highlight keywords Provide glossary Make an outline or bulleted list 	<ul style="list-style-type: none"> Using the unmodified text, identify challenging vocabulary, phrases, and sentences. Provide clarification and explanation for the challenges. Elaborate implicit information in the text and make it explicit. Provide a glossary or additional explanations as necessary. Identify one or more reading strategies that improve comprehension.

- **GENERAL PRINCIPLES APPROPRIATE FOR ALL LEVELS OF PROFICIENCY**
 - Frequent comprehension check (individually, if possible),
 - increased interaction through pair and small group activities (allows for clarification of meaning),
 - walk the talk & talk with chalk,
 - connect to students' background knowledge and cultural background, and
 - receptive vocabulary > productive vocabulary.
- **PULL-DOWN VS. PUSH-UP**
 - **Pull-down** TELL strategies simplify, translate, or elaborate the English content (leveled questions, simplified text, glossaries)
 - **Push-up** TELL strategies prop up ELLs' LEP beyond its independent level (scaffold)—expansion and paraphrasing, negotiation of meaning, scripts, word banks

